DOCUMENT RESUME

ED 160 659 TM 007 962

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TITLE	Measurement of Sex Roles: What Are We Really Measuring?
PUB DATE	Mar 78
NOTE	40p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978); Appendices may be marginally legible
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Attitude Tests; Bibliographies; *Evaluation Criteria; *Evaluation Needs; *Literature Reviews; Measurement Techniques; Sex Differences; *Sex Role; Sex Stereotypes; Student Attitudes; Testing; *Testing Problems; Test Reliability; Test Validity
IDENTIFIERS	Bem Sex Role Inventory; *Construct Validity; Gough Fe Scale; It Scale for Children

ABSTRACT

This study was conducted for four reasons: (1) to identify research studies in the area of sex role behavior conducted between 1970 and 1977 in the fields of psychology, anthropology, sociology, and education; (2) to survey operational definitions of the term "sex role"; (3) to examine the techniques and instruments used to gather sex role information; and (4) to determine the reliability and validity of those instruments. One hundred and seventy-eight journal articles were assigned to the following sex role categories: identification, perception, preference, adoption, and expectations. A list of measurement instruments was prepared for each of these categories and is appended. A review of these articles revealed a lack of concern for several evaluation issues: the reliability and validity of the instruments used, the appropriateness of norms, and the definition of what was being measured. Generally, qualitative descriptions of instruments were included, but psychometric descriptions were frequently omitted. The author contends that an operational definition of sex roles and the reliability and validity of sex role instruments must be ascertained in future studies. In addition, a theoretical integration of the concept of sex role behaviors, including Bem's concept of physical androgyny, is recommended. The 178 articles are listed in the appendix. (JAC)

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Measurement of Sex Roles: What Are We Really Measuring?

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Conflicting results from the many studies of sex role have brought concern about the quality of the instrumentation. The purpose of the present study was to survey selected journals in the areas of psychology, sociology, anthropology, and education, identify studies concerning sex role, survey operational definitions used, determine the instrument used, and report the reliability and validity presented in the study. Results indicated little concern with validity, in particular with construct validity which should be of prime consideration for this variable. More studies mentioned reliability, but few conducted reliability studies. Recommendations are made for clarigying the concept of sex role behavior, and designing validation studies.

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Paper presented at the annual meeting of the National Council of Measurement in Education, Toronto, Canada, March 1978. This paper was printed in the U.S.A.

TM007 962

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Current concern about the status and role of women has brought about a plethora of research in the area by researchers and scholars representing such diverse fields as psychology, anthropology, sociology, and education. Increased emphasis by the federal government is reflected in funding in such areas as career awareness and career education programs for women and research on women and mathematics. In addition, many private funding sources have designated the study of various aspects of the woman's role as a priority area. In all of these areas, sex role is a variable of considerable importance. But what exactly is being measured in sex role research? Conflicting results in the published research precipitate the concern for the quality of the measurement instruments used in the studies.

Developmental psychologists concern themselves with the impact of socialization and child rearing practices on the development of sex roles; anthropologists have considered the diversity of sex-related or sex-typed behavior in the various cultures; sociologists have considered the influence of the family in the development of sex roles, as well as sex role identification, sex role perception, sex role preferences, sex role adoption, and sex role expectations; and educational researchers have examined the impact of sex role as either a correlate or causal factor in school achievement, attitudes toward learning, attitudes toward various school subjects, and success in school.

Operational definitions of sex role vary widely both within and between disciplines. In some studies the concern with sex differences in various characteristics, e.g., personality, will be termed a study of sex role.

Therefore, some of the studies of sex roles are in reality a study of sex differences. Many studies in the area of sex role research either ignore or skim lightly over the question of the reliability and validity of their instrument.

Objectives of the inquiry

The purpose of the present study was fourfold:

1. To identify research studies in the area of sex role behavior from 1970 through 1977 in the fields of psychology, anthropology, sociology, and education.

2. To survey the operational definitions of the term "sex role".

3. To determine the technique or instrument used to gather sex role information.

4. To determine the reported reliability and validity of the instruments used.

Methodology

The following journals, dated 1970 through 1977, were surveyed. The numbers in parentheses following the journal title indicate the number of studies found in that journal.

PSYCHOLOGY ------

Child Development (15)
Journal of Counseling Psychology (8)
Journal of Abnormal and Social Psychology (3)
Journal of Personality and Social Psychology (15)
Journal of Social Psychology (1)
Developmental Psychology (26)
Psychological Reports (22)
Journal of Personality Assessment (10)
Journal of Consulting and Clinical Psychology (29)
Journal of Personality (5)
Merrill Palmer Quarterly (2)
American Journal of Orthopsychiatry (1)
Journal of Vocational Behavior (5)

SOCIOLOGY ----

Sociology and Social Research (2)
American Journal of Sociology (5)
American Sociological Review (1)
Journal of Social Issues (4)
Journal of Marriage and the Family (12)
Sociological Review (0)
Sociometry (1)

ANTHROPOLOGY ----

Anthropologist (0)
American Anthropologist (0)
Anthropological Quarterly (0)

EDUCATION ----

Journal of Educational Research (1)
Harvard Educational Review (2)
Journal of Educational Psychology (2)
Journal of Educational Measurement (2)
Educational and Psychological Measurement (2)

Based on the operational definitions given in each article located, the study was assigned to one of the following categories:

1. Sex role identification
2. Sex role perception
3. Sex role preference
4. Sex role adoption
5. Sex role expectations

For each of the categories, a list of the measurement instruments used was prepared. For the more frequently used instruments, available information on the reliability and validity was summarized.

Results

There were 178 articles in the journals selected. The Journal of Consulting and Clinical Psychology had the most articles with 29, followed by Developmental Psychology with 26 and Psychological Reports with 22.

Interest in sex role research, as evidenced by the number of articles published during a given year, peaked in 1975 and 1976 with 35 articles

published each year. During 1977, there were fewer articles published: 22.

The journals from the fields of anthropology, including Anthropologist, American Anthropologist, and Anthropological Quarterly had no research articles dealing with sex roles.

Instrumentation

Ninety-six of the studies used one or more measures of sex role which were either fairly widely used or given a name. The remaining 82 studies either did not measure sex role, used an unspecified "questionnaire" or "observation", used an unnamed projective technique, or devised situations and observed consequences.

The most common observation was that little concern was evident for the reliability or validity of the instruments used, whether published, unpublished, or devised especially for that research project. Although a higher proportion of researchers mentioned relaibility than validity, few had actual data on the reliabilty of the instrument for the sample in their study. In addition, several studies reported interrater reliability only, apparently assuming that reliability of the instrument needed no further consideration. Several authors did give references for psychometric data, but did not report it directly.

There were 50 different sex role measures used in the 96 studies. Gough's Fe Scale and Bem's Sex Role Inventory were tied for the most frequent use, with 17 studies each. The third most frequently used scale was the It Scale for Children. These three scales will be considered in detail, and the remaining 47 scales are presented in the appendices.

There appeared to be several versions of the Gough Scale, including Gough Fe, Gough's Brief Fe Scale, CPI Fe Scale, the Gough 24 item scale, and the Gough Revised scale. Of the 17 studies using some form of this

scale, one computed a reliability coefficient and the other 16 did not mention the concept. The one study computing reliability was done with 12 year old children. The remaining studies used high school students, college students, or adults. Nine studies did not mention validity, one stated the validity was important but dropped it there, one attempted content validity, two reported correlations with other instruments as indicators of validity, and four stated that previous research studies had shown the utility of the scale. No mention was made of the construct validity; no direct validation studies were carried out. Although there appeared to be alterations to the scale, no mention was made of how and why any changes were made, or how these changes affected the psychometric properties of the scale.

With the lack of uniform data on validation, what was the scale measuring? In examining the operational definitions of sex role given in the studies, 8 appeared to be concerned with identification, 6 with perception, and 3 with preferences. Thus, there appears to be no consensus about what the Gough Scale measures.

Although the Bem Sex Role Inventory is a much more recent scale than the Gough, it was used in 17 of the studies reviewed in this project. Unlike the Gough Fe, there were no attempts at revising or updating the scale.

Three of the studies computed reliability coefficients, three gave references as to where reliability data might be found, and the remaining 11 studies made no mention of reliability. There was more concern with the validity of this scale, reflected in part by the works of Bem which were included in the reviews. Of the four studies mentioning validity, all four were validation studies of some form, including two by Bem. The 13 remaining studies which used the scale, for the most part, ignored the

issue of validity. Eleven studies did not report validity data, one mentioned that the scale had "good validity", and one gave references as to where reports of the psychometric properties of the scale might be found.

With so few reports as to the validity of the scale, what does the BSRI really measure? Most researchers (N=15) quoted or paraphrased Bem's 1974 definition referring to a person's masculine or feminine self endorsement, or one's perception of one's sex type. One study was a factor analytic study and did not give an operational definition of sex role, and one study used the Bem SRI as an indication of the degree of sex role stereotyping. Thus, there seems to be a greater consensus as to what the Bem SRI might be measuring, but further validation studies are needed since three of the four validation studies used undergraduate college students. The one exception was Gaudreau's (1977) study, using an unspecified "large" number of managers, clerical workers, police officers, and housewives.

Appropriateness of norms was another concern pointedly missing in many studies. For example, Brown's It Scale for Children was normed on a group of five- and six-year-old children. Yet the scale was used in several studies with children of different ages with reference to reliability being Brown's study. Subjects in the 8 studies using the It Scale reviewed in this project ranged in age from four to ten years. In none of these studies was reliability mentioned or measured. The question thus arises about the meaningfulness of results of studies employing instruments with inappropriate norms.

The It Scale was the third most frequently used measure of sex role in the studies reviewed. None of the studies mentioned validity of the scale, although one study did in essence establish discriminative validity through the procedures used in selecting the subjects. However, no mention

was made of the term "validity." Most of the studies gave a brief description of the scale and the items on the scale instead of mentioning the psychometric properties. Examination of the operational definitions of sex role indicated that 5 studies considered the It Scale to tap sex role preferences, one, sex role identification, and one sex role adoption. One study measured both sex role perceptions and sex role preferences by varying the instructions given to the child. The validity of this change was not addressed.

What are the remaining 47 scales measuring? The list of scales, categorized by operational definition of sex role, is presented in the appendix. Twelve studies indicated they were concerned with sex role identification, 20 with sex role perceptions, 6 with sex role preferences, 3 with sex role adoption, and 14 with sex role expectations. In several cases, different investigators used the same scale to measure different aspects of sex role. It would perhaps be in order to recommend that researchers selecting instruments to measure various aspects of sex role have firmly in mind their operational definition of sex role and compare this with the operational definition of sex role given by the author(s) of the instrument.

The Unpublished Measures

Thirteen of the 82 studies not using published or named measures of sex role behavior did not use any measures at all. Three were actually studies of sex differences, but the titles implied that sex roles were studied. Five studies were reviews of sex role research, but no mention was made of psychometric concerns about the instruments. Rather, the emphasis was on the findings of the research and the fact that there were several studies with results seemingly in conflict. Therefore, knowledge

of the instrument used is important, since so many unstandardized and unvalidated instruments have been used. As Ward (1972) observed, "masculine and feminine cultural influences, as reflected in measures of sex role development, are not so generally manifest that one can predict them without specifying the type of sex role index used." Thus, it is not surprizing that conflicting research results were noted.

One study addressed role stereotypes, but not sex role stereotypes, and three discussed sex role without actually measuring it. The remaining 69 studies measured sex role in some way. For the purposes of this discussion, they will be categorized by operational definition.

Identification. Eleven studies were categorized as having operational definitions of sex role identification, or the extent to which a person has incorporated a masculine or feminine behavior into her/his repetoire. Nine of these studies did not mention reliability or validity; some gave extensive descriptions of their assessment technique and others gave very sketchy information. The remaining two studies computed test-retest reliability, but again, no mention was made of validity.

Age of the subjects ranged from 26 month old children to adults of unspecified age. Seven of the studies were concerned with preschool or elementary age children.

The variety of instrumentation was as broad as the age range of the subjects. Included were three sets of pictures or cards, a 271-item objective check list, two sets of teacher ratings and one set of TV program ratings, one modeling situation in which an adult's behaviors were observed after watching a model, two doll play interviews, and one set of children's drawings before and after they heard a story. What does this diversity of instruments have in common? The authors purported

to be studying sex role identification. Was this accomplished? Since no validity data were available, we are unable to address this question.

Perception. The second category considered was sex role perception. Nineteen of the studies were placed in this category. On these, 16 did not report relaibility data, and one reported interrater reliability only. The remaining two reported a coefficient alpha and an unspecified type of subscale reliability.

Fifteen studies reported no validity data, one mentioned low concurrent validity among the several scales used in the study, two computed factor analyses, and one reported a correlation matrix that could possibly have been interpreted as validity data but was not by the authors. In no case was construct validity reported as such. The factor analytic studies identified the factors as derived subscales.

Again, we are left with the question as to what these instruments were actually measuring. The scales and techniques used were as diverse as was true in the identification category. Included here were four interview situations, 12 pencil and paper measures designed especially for that particular study or revised from another scale with no standardization data, one set of pictures, one set of stories, and one modeling situation. It is no wonder results are conflicting and are often not replicated with this diversity of instruments.

Preference. The third category, sex role preference, had four studies. Three reported no reliability data, and none reported any validity data. The one study reporting reliability used the test-retest method over six months. Subjects in these four studies were children ages four and five years to adolescents in the ninth grade. On projective test was included, one "scale", one questionnaire, and one unspecified instrument -- "children were tested for preference."

Expectations. The fourth category, sex role expectations, contained 35 studies. Sex role expectations include sex role stereotypes, and sex role expectations of society. Twenty-seven of the studies made no mention of either reliability or validity in describing the instruments, although many described their instruments in great detail. Of the remaining eight studies, three reported reliability coefficients, one reported interrater reliability, and three did not report any reliability, but did validity.

Four studies mentioned validity. Two computed a factor analysis, one reported that a factor analysis had been computed previously, and one reported that the sex role stereotypes were selected a priori and were grounded in previous research.

Instrumentation varied widely, including rating of hypothetical persons, interviews, questionnaires, rating scales, story situations, observations of children at play, lists of behaviors, special instructions of Rotter's I E Scale, and lists of occupations.

The most striking commonality on nearly all the studies using a specially constructed technique was the lack of concern with validation, or what, exactly, was being measured. Most studies contained fairly complete descriptions of the instrument---one was four pages long. Qualitative descriptions were used to replace quantitative or psychometric descriptions. The tacit assumption was that the instrument was valid and measured what the researcher intended...a concept that could be termed "declarative validity."

Research on various aspects of sex role is in "vogue" at the present time, and the number of studies being undertaken is increasing geometrically. Many of the studies have conflicting results. A logical point to begin

in the study of various aspects of sex role should be questions concerning "What is being studied (operational definition)?" and "How adequate is the instrumentation selected?" Although most studies did have some type of operational definition, or one could be inferred from the review of the literature and the discussion, concern with the adequacy of the instrumentation, or more specifically, the reliability and validity, was less apparent. A new kind of validity seemed to be evident: Declarative validity. Some researchers seemed to believe that if they say the measure is valid, it becomes valid ipso facto as a result of their statement.

Where do we go from here? One suggestion would be to design construct validation studies following the Campbell-Fiske multitrait-multimethod paradigm . In addition to this, the validation sample should include non-college students, and should also include a wide range of ages of subjects. Some of the studies reviewed were developmental in nature, and measured some aspect of sex role in subjects of different ages. The assumption was tacitly made that the instrument was valid and appropriate for all ages studied, and few researchers concerned themselves with questions about the appropriateness of the instrumentation for the entire range of ages studied.

Another suggestion would be to do some careful thinking about the various aspects of sex role behavior, especially the new concept of psychological androgny suggested by Bem (1974). How do these various constructs relate? Where is the overlap, and what are the unique aspects of each? A theoretical integration of the concept of sex role behaviors may be one step in the direction of clearing the muddy waters of the present state of sex role measurement.

Appendix I

Scales Used to Measure Sex Role

Scales used to measure sex role identification

Franck Picture Completion - 11 pictures

Gough's Masculinity-Femininity Scale (1953)

MMPI Scale, MF Scale

Webster Scales of mf

Adjective Checklist, Gough & Heilbrun

It Scale for Children

Terman-Miles

Swensen's Sexual Differentiation Scale

Krout & Tabin's Personal Preference Scale

Gender Behavior Inventory for Boys

Identification Scale, Heilbrun

Boy-Girl Identity Task

Fand Inventory, revised

Berzins-Welling ANDRO Scale

Scales used to measure sex role perception

CPI-Masculinity-Femininity Scale

Bell Adjustment Inventory Masculinity Femininity Scale

Adjective Checklist

Fagot-Patterson Checklist

Burns Life Styles for Women

Bem Sex Role Inventory

MMPI Mf Scale

PRF ANDRO Scale

Broverman's 38 item bipolar scale

Sex Role Orientation

Sex Role Questionnaire, Rosenkrantz

Sex Role Standards Checklist

Fand Inventory, revised

Heilbrun's Parental Description Survey

adaptation of Levin & Huffman's Traditional Family Ideology Scale

Goodenough-Harris Drawing Test

Osmond-Martin Scale

Scales used to measure sex role preference

Gough Fe

Individual Sex Role Preference Checklist

It Scale for Children

Figure Drawing by child

Hartup's Imitation Schedule

Checklist adapted from Fagot-Patterson

Wellesley Role Orientation Scale

Gender Behavior Inventory for Boys

Tyler Interest Test, MF items

Disapproval Measure

Attitude Toward Women Scale

Scales used to measure sex role expectations

Toy Preference Test

Rating Scale for Adults: Adaptation of Biller

Bem Sex Role Inventory

Attitudes Toward Women Scale

Gender Label Identification Test

Traditional Sex Role Acceptance Questionnaire

Rosenkrantz's Classification of Stereotyped Problems

Sex Stereotype Measure

Chasen Diagnostic Sex Role Bias Scale

Edwards Personality Inventory IA, 14 scales

Shortened version of Rosenkrantz's Stereotype Questionnaire

Masculine-Feminine Preferences Test

Personal Attributes Questionnaire, based on Rosenkrantz

Franck Drawing Completion, 11 drawings

Baruch's Shortened Sex Role Stereotype Questionnaire

Appendix II

Studies Using the Bem Scale, Gough Scale, and It Scale for Children

Studies Using the Bem Sex Role Inventory

	Reliability	Validity	Subjects	Operational Definition
1.	None	None	50 M, 50 F, college students, paid volunteers	Psychological androgyny as measured by Bem SRI
2.	Reliability & normative data reported by Bem 1974	None	96 M, 96 F college students	self concept of sex role
3.	None	None	59 M, 56 F college students	Direction of sex-typing, organization of sex role traits
4.	None	None	532 M, 670 F freshmen in summer session	"As defined by Bem, the masculinity score equals the mean rating for all endorsed itmes and femininity equals the mean rating for all endorsed feminine items." ; sex typing
5.	None	None	102 M, 129 F college students	Sex Role Orientation
6.	None	None	43 M, 61 F college students	Degree of sex role stereotyping
7.	None	None	100 members feminist organization, 100 undergraduate wo- 200 working women, 80 housewives	No definition of sex role; feminists defined as least sex typed self concepts
8.	None	Convergent val., with PRF ANDRO	158 undergraduates	Sex role = male, female, androgynous
9.	Bem (1974) reported very good internal consistency, test-retest reliability, and low correlations between masculing & feminine scores	Used factor analysis to establish construct val.	Large group of managers, clerical workers, police officers, housewives	No operational definition
10.	Test-retest r = .93	"Good validity with non-zero correlations with social desirability."	64 M, 64 F college students	sex role perception
11.	None	None	32 M, 32 F graduate student volunteers	"An androgyny score is the difference between an individual as & fem self-endorsement, an ideal score being zero."

Studies Using the Bem Sex Role Inventory - cont.

	Reliability	Validity	Subjects	Operational Definition
12.	None	None	42 M, 42 F undergraduates	Psychological androgyny: integration of both masculinity and femininity within a single individual; no other definition of sex role
13.	None	None	24 sex typed, 24 androgynous, 24 reversed sex members of each sex	Sex typed based on Bem score
14.	alpha coef r=.86, andro. test-retest r=.93	Uncorrelated with tendency to describe oneself in socially desirable direction r = -.06	27 college students	Androgynous is the equal endorsement of masculinity and feminity; no further def.
	(fef. Bem (1974) for more extensive psychometric analyses)			
15.	alpha coef. r=.70 - .86 test-retest r= .89 - .93	M-F logically independent, r=.15 Not corr. with Guilford Zommerman, Moderate corr. with CPI Fe (.27 - .50)	444 M, 279 F college students at Stanford; 117 M, 77 F paid volunteers at community college	Sex typing or lack of it
16.	"Psychometric properties of BSRI are presented in Bem (1974) and Gaudreau (1977).		95 M, 74 F undergraduates	Androgyny: Integration of mas & Fem in one individual
17.	None	None	211 college students	Sex role orientation

Studies Using Gough's Fe Scale

Name Given to Scale	Reliability	Validity	Subjects	Operational Definition
Gough Fe Scale, revised	odd-even r=.61, .71, .84	None	160 12 yr old child.	Sex typing
Gough Femininity Scale	None	"Appropriately correlated with other M-F scales."	College students, no N given	No operational definition given
CPI Femininity Scale, 38 items	None	"Wide variety of studies that give considerable evidence to its usefulness as a measure of psych, fem.."	High & low creative college students, N 90	No operational definition
CPI Fe Scale, 38 items	None	Moderate correlation between CPI & MMPI	60 college students	Traits that differentiate males and females
Gough Fe Scale, 38 items	None	None	213 college men with one sibling; 1352 men entering university	sex role behavior=feminine or masculine characteristics
Gough Femininity Scale	None	None	80 adult males: 60 psychopathic, 20 normal	Mas-fem of sex role perceptions
CPI Fe Scale, 38 items	None	?Content val,: "items appear to reflect openness to emotions, competitive attitudes."	124 male architects	Psychological mas. & fem.
Gough's M F Scale, 38 items	None	None	68 college students, 10 members NOW, 12 neighbors of NOW	Endorsed sex role
CPI M-F Scale	None	Correlations with Bell M-F, r=.42-.69	240 high school students	one's perceived level of mas.-fem.
Gough Femininity Scale	None	None	Volunteer college students and their parents, no N	Standards of femininity, Parental identification

Studies Using Gough's Fe Scale, cont.

Name Given to Scale	Reliability	Validity	Subjects	Operational Definition
Gough Fe, 24 items	None	"Validity is important"	85 M, 80 F adults who returned ques.	Perferences for action, behavior, or styles that are masculine or fem.
Gough Fe Scale	None	None	Early adolescents, M, F, no N	Sex role identification of female and male characteristics
Gough Scale	None	None	27 M, 32 F college students	Sex role orientation, feminine interest
Gough's Brief Feminine Scale	None	None	67 British female undergraduates	Sex role perceptions
CPI Fe, 38 items	None	"Established discriminator of the sexes and as an indicator of psych. nature of mas, fem."	Ss in ongoing longitudinal study, no N	Sex role typing
Gough Femininity Scale	None	"effectiveness of Gough...supported by results of previous investigations."	104 M college fresh.	Sex role preference, selection of sex-typed activities and attitudes
Gough's Mas-Fem Scale, (1953)	None	None	Junior class of high school, no N	"The operational meaning of sex role identity refers to the classification of subjects by simultaneous consideration of their scores on a projective drawing completion and an attitude scale (self report)."

Studies Using the It Scale for Children

Reliability	Validity	Subjects	Operational Definition
1. None	None	15 M, 17 F enrolled in nursery school	Talked about different components of sex role but didn't operationalize other than any measured.
2. None	None	40 M, 40 F, K, 2,4,6 gr.	Sex typing, sex role development
3. None	Established discriminative validity	30 feminine boys, 25 masculine boys, ages 4-10	Sex role beganior, adoption
4. None	None	335 Kindergarten boys	Sex role identification, degree of masculinity
5. None	None	93 kindergarten children	Sex role preference, desire to adopt behavior associated with one sex
6. None (Chose this based on results of previous studies)	None	15 M, 15 F Black preschoolers	Sex role preference
7. None	None	72 kindergarten children	Sex role preference
8. None	None	32 second grade children	Sex role preference, reflected in sex appropriate tendencies

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